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ABSTRACT

Studies of the role of education in human development, especially in relation to approaches to national education in developing countries, are cited in this 45-item annotated bibliography. Other topics covered include educational development in rural areas, and development through non-formal and adult education programs. Case studies of individual programs and general approaches to educational development are included in the collection. (SW)

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EDUCATION AND HUMAN RESOURCES DEVELOPMENT

An Annotated Bibliography

By

Dilnawaz A. Siddiqui

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EDUCATION AND HUMAN RESOURCES DEVELOPMENT

Annotated Bibliography

D. A. Siddiqui

Ahmed, Manzoor. "Nonformal Education: Problems and Prospects." Dec. 72. In Research in Education, Sept 73 (ED075708)

The confluence of three major forces has given a new significance to nonformal education for the developing countries -- denied educational opportunities and resource constraints. Questions about the relevance of formal education, and growing awareness of the importance of lifelong education. The absence of inadequacies of concepts and priorities or rural development are a fundamental impediment to the progress of nonformal education because they should set the context for education, help define the educational tasks, and provide the criteria for assessing educational performance. Sings of progress in overcoming this obstacle are indicated in that economists and development planners have become disillusioned with the relentless pursuit of the growth of GNP and are making the elimination of problems of poverty one of the goals of development. Educational obstacles to the progress of nonformal education include: the narrowness of the concept of education; fragmentation of organization and program; resource problems; problems of knowledge, techniques, and capabilities; and the responsibilities of international agencies. Major features of the new learning system, if continued progress is made, will be: wider distribution of education and structural flexibility, freedom of education from lock-steps of levels and grades, enlargement of educational resources, staffed responsibilities between schools and employing agencies for occupational preparation, and local variations and flexibility.

_____, and Coombs, Philip H., eds. Education for Rural Development: Case Studies for Planners. New York: Praeger Publishers, 1975.

This volume is basically a useful reference book for planners and practitioners of rural development activities. There are seventeen case studies from fifteen developing countries organized in two sections (1) Programs for Basic General Education (literacy, mass media, youth programs, and related activities) and, (2) Programs for Employment-Related Education (agriculture, skill training, small industries and related programs).

The cases, although understandably not uniform in format, typically cover such topics as (1) general background of the country with specific

background information on the program being analyzed; (2) description of the formal school system and the organizational framework and specific examples of various non-formal education programs (especially in Section I); (3) cost information; (4) problems encountered; and (5) appraisal, including "lessons learned" and "policy implications" for planners. A number of the problems cited and mistakes made (sometimes resulting in major failures) provide clues as to what to avoid in planning and administering rural development projects.

Ayman, I. Iran's Army of Knowledge (The Education Corps). In Gabriel Iglesias (ed). Implementation: The problem of Achieving Results, Manila: EROPA, 1976 (pp. 337-366).

The main thrust of the article is upon the specific hurdles of socioeconomic nature that the literacy for development planners in Iran encountered. After a brief definition of development, and a country profile, Ayman gives an in-depth analysis of the nitty-gritty of dealing with a huge, traditional illiterate society. Of utmost significance is the problem of shortage of trained teachers of adults, besides other constraints like land tenure system and lack of organization skills at the village level.

Brembeck, Cole S., and Thompson, Timothy J., eds. New Strategies for Educational Development: The Cross-Cultural Search for Non-Formal Alternatives. Lexington, Mass.: D. C. Heath and Company, 1973.

This is a compilation of seventeen brief essays which together constitute a succinct and highly readable perspective of changing conceptions of the relationship between education and development, and of the nature and role of non-formal alternatives (or complements) to formal education. Dr. Brembeck's introduction to the volume defines the principal problems at which new strategies are directed and provides a brief guide as to what to look for in the individual essays.

All of these essays provide relevant background, or an elaboration of points discussed in the present paper, but we particularly refer to the three essays grouped under "Non-Formal Education in Individual Change," and the essays grouped under "Issues in Planning Non-Formal Education." C. Arnold Anderson offers some characteristically wise caveats in his essay on "Fostering and Inhibiting Factors," as does Philip H. Coombs in his essay, "How Shall We Plan Non-Formal Education?"

Bostian, Lloyd R. Mass Communication Differences Between Urban, Suburban and Rural Areas: Cross-Cultural Comparisons. In Research in Education, Jan. 75 (ED095566).

This paper reviews various studies of media development patterns, all pointing to mass media growth's association with urbanization. The

development and use of mass media differs greatly among urban, suburban, and rural areas. However, media development patterns are similar among countries, differing in the stage but not the pattern of media development. As modernization occurs, the media spread from larger urban centers to smaller towns and eventually into rural areas. When media development and availability are equal in urban, rural, and suburban areas, media use is similar. Greater media availability means greater media use, in time and in numbers of media, no matter what the geographic area. The choice and use of media definitely relate to one's place of residence and interest in community. Media choices are also influenced by social context and daily living and work patterns. Although personal and demographic mass media use, these variables have little predictive power in differences. In fact, mass media availability and relevant content can supersede the barriers of illiteracy in rural areas of developing nations. Research needs are suggested.

Case, Harr L., Niehoff, Richard O. Educational Alternatives in National Development: Suggestions for Policy Makers. Supplementary Paper No. 4, 75 Wash. D. C.: AID (Dept. of State, (ED122140).

The monograph provides background information, questions and comments about current trends in development theory and practice and their impact on education. It is offered as a framework for consideration by policy makers, planners, and administrators in developing countries and in aid-giving agencies who are concerned with policies and programs to maximize human resource development. In view of the extremely wide range of resources and problems in the developing world, the propositions were necessarily stated in general terms and may be expected to have varying degrees of relevance in different nations. A preface, introduction, and summary are presented, as well as the following chapters: current concepts of development and their impact on education, discussing expanded developmental concepts. educational impact, and distinguishing characteristics of nonformal education; reformulating national education policy for human resource development, discussing sector reviews and policy questions. Appended material includes: notes on the text; a bibliography of 39 references, 10 of which are annotated; and, a listing of international research findings regarding nonformal education and literacy.

Cliffe, L. People's Education Plan, Dar-es-Salaam: Institute of Adult Education, 1966 (ERIC Doc. ED010675).

This report outlines a plan for adult education and community development in Tanzania for the citizens in a national development program. The principal proposals are for village and district training centers, adult education colleges at Rungemba and Kivukoni and a community development training center at Tengeru, and the extension of extramural classes. The staff and funds required to

implement the plan are discussed. A second section briefly describes the origin, history, and program of Kivukoni College, a residential college for adult education. Its staff and students are listed.

Coombs, Philip H., and Ahmed, Manzoor. Attacking Rural Poverty: How Informal Education Can Help. Johns Hopkins University Press, 1974.

This volume, in which the authors were assisted by staff members from the United Nations specialized agencies - FAO, ILO and UNESCO - was prepared by the International Council for Educational Development (ICED). The volume was commissioned and financed by the World Bank (with additional support from the Ford Foundation) for the purpose of answering two basic questions important to the World Bank, with implications for other donor agencies and governmental officials: (1) "To what extent could the Bank's financing of education be extended to non-formal educational programs, and (2) What strategy should the Bank pursue in this field and what might be the most promising and appropriate types of projects to support?" Background for the observations critiques and recommendations were the twenty-five case studies and field notes of a variety of non-formal programs in fifteen developing countries, aimed at "increasing rural employment, productivity and income - in general, those programs designed to improve the knowledge and skills of farmers, rural artisans and craft workers and small entrepreneurs."

Thus the study, for practical reasons, did not include such important aspects of comprehensive rural development and rural welfare as literacy, family planning, local government and other programs. After general material on the background of the study and an overview of rural education, the following major topics were treated: (1) extension and training programs in agriculture; (2) training for non-farm occupation; (3) self-help approach to rural development; (4) the integrated approach to rural development; (5) a critique of agricultural education-research systems; (6) a critique of training programs for non-farm skills; (7) improving the technologies of non-farm education; (8) the economics of non-formal education; (9) planning, organization, management and staffing, and (10) a final recapitulation and commentary.

Coverdale, G.N. Education and Rural Development with Reference to Developing Countries. In Research in Education, Sept. 1972 (ED063064).

Seeking full use of the educational resources available to develop in countries in the areas of rural education and agricultural training, this paper is concerned with ways in which the efforts of organizations and institutions concerned with rural development might be improved and expanded. A generalized critical analysis of different facets of rural education--primary and secondary education; vocational training centers; youth service (wherein youth are given the opportunity to work in return for food, clothing, shelter, and a

few hours of education and training per week); government-sponsored farm (training) institutes; agricultural colleges; agricultural education at the universities; adult education; and teacher training--is given. Recommendations include change from a subsistence to a cash economy and increased agricultural output to the point of exportation; "gentle" innovation; formulation of a comprehensive rural-development policy aimed at raising living standards of the rural people through increased and diversified economic activity; coordination of activities through an executive educationist and provides academic and advisory support through a university department of agricultural education; provision for manpower planning; and improvement of the status and role of rural teachers, trainers, and extension workers.

_____. "Planning Education in Relation to Rural Development. Fundamentals of Educational Planninging -- 21." Stockholm (Sweden): Swedish International Development Authority, 197?(ED104599).

Assuming that schools, colleges, and adult education programs cannot alone produce significant rural improvement in developing nations, this booklet presents argument for educational policy that is part of a total planned rural policy and that incorporates an indirect rural bias. It is argued that if education with a rural bias is to be acceptable to parents and to children, it must not come as part of a drive to keep people on the land against their will; rather, it should be a gentle innovative but coordinated effort at comprehensive rural development which utilizes rural teachers, trainers, and extension workers as key factors in a total rural development program aimed at an industrialized and modernized cash economy. Citing the input of new knowledge as the most productive of all investments to be made in an agricultural economy, this booklet addresses an imagined 'norm' in an underdeveloped country and presents general rural education principles which are illustrated via a multi-disciplinary apprach and examples in general, vocational, extension, and adult education and teacher training. General recommendations call for manpower planning, international exchange of ideas, and coordination efforts under a centralized rural education agency.

Doraiswami, Smt. S. "Educational Advancement and Socio-Economic Participation of Women in India." In Research in Education, Aug. 76 (ED 120485).

The educational advancement of women in India is not perceived as an important characteristic since education is perceived as irrelevant to their roles. The equality of women in status and opportunity is guaranteed in the 1955 constitution of India and by the government. Although achievements by women in the local and national levels exist, a majority of the women in the rural areas occupy lower positions. The problems for working women are based on economic, social, cultural, and educational factors. To improve this

situation, successive five year plans have been instituted by the government to emphasize women's education at the elementary, secondary, and university levels. Some factors which present problems in educational development are found in the decreasing growth rate at the elementary level, an increasing number of dropouts, a high rate of illiteracy, the loss of literacy, and social and cultural attitudes. Some alternatives to the traditional educational approach can be more effective in the education of women. These approaches include functional literacy programs and nonformal education which will enable women to eventually become a vital source of power in the process of national development.

Farmer, James A., Jr.; Papagiannis, George. Program Evaluation: Functional Education for Family Life Planning, 3. World Education Monograph Series, Oct. 75 (ED120394).

The document focuses on the evaluation processes of educational programs in nonformal education which are designed to help adults develop new attitudes and practices particularly in developing countries. It consists of two articles which discuss basic evaluation concepts in non-formal education. The first article, perspectives on evaluation, by George Papagiannis. Discusses various aspects of evaluation in relation to the development of educational programs designed for individual and national development. It introduces some basic concepts and problems in the effective use of evaluation and suggests that evaluation should not only involve the formal learning process and achievements of a program but also its administrative features and the relationship of the program to other facets of the social and political environment. The second article, evaluation of broad-aimed education programs, by James A. Farmer, Jr. discusses the need to evaluate broad-aimed programs which seek to affect the quality of the learner's lives through education and to help students cope more effectively with their problems. The phases involved in mixed-scanning, a decision-making approach for evaluation nonformal educational programs, are discussed. Appended are rules for conducting an evaluation, a bibliography of materials on the evaluation of education for development, and general references.

Faure, Edgar; Herrera, Felipe; Kaddoura, Abdul-Razzak; Lopes Henri; Petrovsky, Arthur V.; Rahnema, Majid; and Ward, Frederick C. Learning to Be: The World of Education Today and Tomorrow. Paris: UNESCO, 1972.

This is the report of the International Commission on the Development of Education, whose membership consisted of seven distinguished educational statesmen from France, Chile, Syria, Congo, U.S.S.R., Iran, and the U.S. The report presents an imaginative forward-looking view of education from an international perspective. It stresses

above all two fundamental ideas: lifelong education and the learning society. Since studies can no longer constitute a definitive 'whole,' handed out to and received by a student before he embarks on adult life, whatever the level of his intellectual equipment and the age at which he does so, educational systems must be thought out afresh, in their entirety, as must our very conception of them. If learning involves all of one's life, in the sense of both time-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the encessary overhaul of 'educational systems' until we reach the stage of a learning society.

Grandstaff, Marvin. Non-Formal Education and an Expanded Conception of Development. Program of Studies in Non-Formal Education Discussion Papers number 1. Washington, D.C.: AID, Department of State, 1974 (ED103305).

The major contention of this paper is that the emphasis in developing countries on non-formal alternatives to formal schooling can be related to a major reconstruction now underway of the concept of economic development. The earlier concept of development is defined as economic growth reflected in increased gross national product, principally through industrialization. A number of variables which need to be incorporated, however, are left out of this economically based model: humanitarian and survival needs, nationalism, the growing aspirations of people in developing nations, the limits of industrialization, the role of rural development, employment as a problem and goal in its own right, and an imperative for decentralized planning. In the midst of crisis characterized by greater demand, higher costs, wastage in sequential schooling, and a growing educated unemployed, education must cater to the demands of modernization: basic literacy, manpower training, and a professional elite. The shortcomings that have required a new look at development and the shortcomings in education suggest a way of establishing priorities for implementing non-formal education. Special attention should be given to low-cost, short-duration, need-based, aspiration-accommodating. Employment-linked, decentralized, and highly distributive education. Further, wider use of local resources, established oral traditions, and an immediate reward structure are features to consider.

Haque, M. Rural Education in Bangladesh - Problems and Prospects. 11 EP Seminar Paper: 23. In Research in Education, Jul. 77 (ED135535).

As a land of extreme rural poverty and illiteracy, Bangladesh needs to consciously promote, develop, and support local institutions and participatory leadership, involving local people in the planning, development, and implementation of developmental policies. Begun in 1959, the Comilla experiment constitutes the rationale for

institutional planning, emphasizing local planning participation via local organizations, governments, and co-operatives working with governmental agencies that supply training and materials. Depending heavily upon systematized nonformal training programs.the Comilla experiment identified, trained, and educated natural rural leaders to act as change agents. Bangladesh's formal education system has traditionally emphasized the humanities, producing "gentlemen" contemptuous of labor and virtually unskilled. As the biggest institutional framework in Bangladesh, the formal school system has great potential for providing basic education at the primary level and for "vocationalizing" secondary education. However, the immediate needs of literacy and production suggest that Bangladesh multisectoral community action programs; decentralized planning and implementation; a national policy to coordinate activities; integrated development; self-reliant financing; maximum use of existing institutions and resources; research and evaluation; and target specific priorities.

Harbison, Frederick H. Education Sector Planning for Development of Nation-wide Learning Systems. OLC Paper No. 2, November, 1973. Published by the Overseas Liaison Committee of the American Council on Education, Washington, D.C.

In the brief span of fifty-four pages Harbison summarizes the basic considerations which need to be taken into account in planning a nationwide learning system. Among the key elements discussed are: (1) sponsorhip of the assessment; (2) identification of goals and selection of perspectives; (3) the role of formal education in learning systems; (4) the role of non-formal education and training; (5) the need for and limitations of quantitative analysis, and (6) appraisal of learning opportunities provided by employing institutions. Harbison concludes that: "In its most advanced form, the sector approach to analysis of nationwide learning services is a means of viewing all aspects of national development from the perspective of human resources. It rejects the notion that there is a self-contained compartmentalized sector called formal schooling" (p.33).

_____. Human Resources as the Wealth of Nations. Oxford University Press, 1973.

This perceptive volume is a publication of a project of "The Inter-University Study of Human Resources in National Development" of Princeton University. The central thesis of the book is "that human resources - not capital - nor income = nor material resources - constitute the ultimate basis for the wealth nations." Further, and in the same vein, "human resources approach to national development, therefore,is people-oriented, though it does not presume to encompass the full range of human ambitions or endeavors" (p. 3). Highley useful analysis and sicsussion is found in the chapters on: (1) perspectives on progress: (2) the underutilization of human resources; (3) critical issues in formal education; (4) non-formal education and training, and (5) national development from the human resource perspective.

ILO. Growth, Employment and Equity: A Comprehensive Strategy, Geneva: ILO, 1976 (pp. 397-428).

A fair survey of the Sudanese formal educational system patterned after the British setup, which constantly pushes the learner upward into high levels of education without caring to coordinate it with the job market. The technical-vocational component forms part of the same rigid hierarchy and, as a result, provides the learner with little opportunity for practical on-th-job training. The article makes six major recommendations: (a) restructured primary system, (b) diminution of junior of senior schooling, (c) decrease in the university enrollment, (d) sharing cost of secondary education with parents, (e) diluting accreditation criteria, and (f) replacement of some secondary education by in-service training.

_____. Sharing in Development: A Programme of Employment, Equity and and Growth in the Philippines, Geneva: ILO, 1974 (pp. 303-341).

Dealing with the relationship between Education and Human Resources in the specific concept of the Philippines, the article seeks to warn planners against over-relying upon the government sponsored technical-vocational programs in the remote rural areas, which are likely to be too rigid to respond effectively to the rapidly changing structure of the labor market. With regard to the role of formal education in development, it attempts to establish the notion of control rather than condemnation of the established hierarchical education. Non-formal education ought to be given greater attention than it has so far enjoyed.

IJAE. Adult Education and National Development: Concepts and Practices in India. In Research in Education, Sept. 75 (ED105152).

The importance of eradicating adult illiteracy in developing countries as a part of promoting community participation in democracy and in accelerating the rate of national development is treated in the study of adult education in India. Attempts have been made to: link adult eduation to major developmental and productive activities through programs such as the farmers training and functional literacy project to increase agricultural productivity; use mass media to communicate programs and agricultural information; develop library services: develop voluntary organizations to carry out pilot projects and encourage public concern; and initiate adult education in urban areas for industrial workers to promote trade union leadership and provide access to continual training and education. Youth involvement in adult education promotes participation in community development, and adult education in universities integrates both the formal and nonformal education approaches. The period of the Indian fifth plan (1974-1979), crucial to the development and reorientation of adult education, demands increased financial allocations, the integration of adult education in the educational system, the entry of nonformal education facilities at all levels of education, the

emphasis of mass participation in programs, the development of urban programs, and new programs for the staffing and training of personnel.

International Congress of University Adult Education. World Conference (second, Montreal, August 25-29, 1970) (ERIC Doc ED043822).

These papers present the constitution and by-laws of the International Congress of University Adult Education (ICUAE); the treasurer's report covering August 1, 1960 to June 30, 1970, including the financial statement and explanation; the curriculum outline and course content for a six year sequence of professional training in andragology (Andragology or Adult Education) at the University of Amsterdam; a report on literacy and other adult education in the United Arab Republic (Egypt); problems of University Adult Education (UAE) in New Zealand; UAE at several Norwegian institutions; the National Development Role of the Department of Extra-Mural Studies, University of Zambia; administrative implications of the current status of UAE research and training; experimental UAE programs at the University of Osaka (Japan); a brief research review on Andragogy; the emerging adult and continuing education role of American universities; and the potential of UAE in family planning. A statistical review of manpower needs and labor force characteristics in Chile is provided. Also included are the ICUAE delegate list, 28 tables and charts, and 21 references.

Iran. The Educational System of Iran. Reprint. In Research in Education Aug 75 (ED104741).

The educational system of Iran is examined in this document. The basic structural pattern of Iranian education provides for six years of elementary and six years of secondary divided into two 3-year stages. Higher education, including teacher education, is offered at a variety of universities, colleges, and institutes. Vocational programs are available. Schools at all levels may be public, semipublic, or private. Iran's educational system is currently undergoing reform as part of the government plans for the country's modernization and development. Under these plans, the government is not only revising the school system's structure and curriculum, but is also striving to meet mass educational needs and correct the educational deficiencies of both children and adults, particularly in rural areas where literacy training programs are emphasized. Of major note is the authorized revision of the elementary-secondary school system structure, which the government plans to introduce in the schools on a grade-by-grade schedule. A selected reading list concludes the document.

Jaradat, I. Islam and Education for Development. In From Muslim to Islamic. Indianapolis: MSA, 1975, pp. 59-70.

This article illustrates from the Holy Quran and Sunna of Prophet Muhammad the tremendous importance Islam attaches to education in general and women's education in particular. According to Jaradat,

Islam has suffered, during recent decades because the Muslim world has been denied Islamic education by colonialists. The author urges Muslim governments to give education of their people as much importance as is intended in their religious faith.

Lloyd, A.S. Freire, Conscientization, and Adult Education. In Adult Education, vol. XXIII, No. 1, 1972 (pp. 3-20).

Seeks to analyze Freire's concept of conscientization in general, and in particular, its implications for Adult Education in the U.S. Paulo Freire, Brazilian educator has elaborated an educational theory within the framework of a theory of radical social change and expressed in a literacy training program. A central concept is "conscientization," and development of critical consciousness through a process of reflection and action. Opposed to this "problem-posing" education, committed to personal and social liberation is a "banking" education whose objective is domestication.

Kaplan, Paul F. Evaluating the Impact of Community Development Programs: A New Approach. Cincinnati: Department of Sociology, University of Cincinnati, April 1970. Pp. 26.

Kaplan reviews methods used to evaluate community-development programs and presents a new approach utilizing the communication theory of community growth developed by Frank and Ruth Young at Cornell's Department of Rural Sociology. The model uses Guttman scales in seven substantive development areas applied at four different points of time. Movement of communities on these scales is used to ascertain the relative impact of the community-development program. Examples of the utility of this new evaluation method are demonstrated using data from the Philippines. This paper has considerable theoretical and practical value for anyone wishing to measure objectively change in communities following or accompanying, for example, a non-formal educational program.

Malassis, Louis. The Rural World: Education and Development, Paris: UNESCO, 1976 (ED137038).

Calling for an international educational policy that would relate all education to the rural world and agriculture, this book is directed toward the developing nations and maintains: all citizens must be made aware of the importance of agriculture in the process of socioeconomic development; rural subjects should be included in education in general to enable everyone to have a comprehensive picture of the area in which he lives; education should be placed foremost in the service of democracy, which demands participation in the decision-making process; the distinction between "general" and "technical" education must be replaced by a scientific/technical humanism stressing the value of workers, particularly agricultural workers; the educational system must provide mobility on the vertical

and horizontal planes as well as offer a wider range of options; Education should become a lifelong process. Chapters are titled and subtitled as follows: (1) development and education (growth, progress and development and societies and educational systems); (2) integration of the rural world into the process of development (agriculture and development and the creation-dissemination system agriculture); (3) integration of the rural world into the overall educational system (basic principles of the educational system; specific forms of rural and agricultural educational and integration problems, and introduction to the programming of rural and agricultural education).

Mbunda, Daniel. Adult Education in Tanzania: Life-long Process for National Development. In Research in Education, Sept. 72 (ED074328).

For Tanzanians, education to be meaningful implies human development through education. Tanzania's commitment to build a socialist state, based on traditional African socialism, is also a commitment to Socialist Education, the necessary tool for social development. Since work is a lifelong duty for any socialist, work-oriented education is also a lifelong duty. Tanzania is replacing the elitist colonial education system with universal education aimed at implementing socialism and promoting self-reliance. Part of this is a national campaign for adult education in order to combat the poverty and backwardness resulting from ignorance and to explain the meaning of the new social order and its values. Adult education is an integral part of the employee's work program. A major goal is to wipe out illiteracy by 1975. Specific objectives of adult education are: (1) to mobilize the rural and urban masses into a better understanding of socialism and self-reliance; (2) to provide leadership training at all levels; (3) to eradicate illiteracy; (4) to spread knowledge and skills in agriculture and rural construction, health, and home economics to improve the productivity and standard of living of the people; (5) to provide followup education for primary and secondary school leavers; and (6) to provide continued education in the form of seminars, evening classes, inservice training, correspondence courses, and vocational training. Literacy centers and other adult education centers are beginning this work. In addition, all educated Tanzanians are socially bound to conduct adult education classes.

Mezirow, Jack D. Dynamics of Community Development. New York: Scarecrow Press, 1963, pp. 252.

This book presents a detailed case study of the U.S.-supported Pakistan Village Agricultural and Industrial Program. This massive rural-development project lasted from 1952 to 1961, cost over $35 million, and employed a staff of some 5,000 persons. The author describes in detail the program's rationale, setting, scope, and problems. Non-formal education activities in attempts to improve village organiza-

tion, health, agriculture, and so on are analyzed in detail, as are efforts at "bureaucratic re-education" to change traditional-bound civil servants into "democratic change agents." In a bitter epilogue, the author blames this "traditional bureaucracy" as well as "the technical department of the five-year plan" for the program's sudden termination and "its failure to fulfill its objectives." Unfortunately, Mezirow does not examine how and why the choice behavior of the bureaucrats conflicted with the objectives and assumptions of the project.

Moses, Stanley. "The Learning Force: A New Concept for Education." Syracuse University: Educational Policy Research Center, June 1969. pp. 64.

Discusses the need to determine the dimensions of the "learning force," a concept first developed by Bertram Gross, who defined it as "the total number of people developing their capacities through systematic education -- that is, where learning is aided by teaching and where there are formal, organized efforts to impart knowledge through instruction." Moses argues that a central research task is to delineate the scope of activities and the extent of participation in the educational "periphery," or the non-formal educational sector, as a means of better understanding the size and impact of the learning force. He also contends that concern for "educational status has forced often-valuable 'peripheral' programs to suffer unnecessarily, when they should be allowed to take their place as needed educational alternatives in our society."

Mwanakatwe, J. M. Adult Education and Political and Social Change, Apr. 71. In Research in Education, April 71, (ED050318).

Continuing education of adults plays a vital role in national development and in promoting political and social change. Ways in which adult education affects political change include: increasing the literacy of adults so that they can become responsible citizens; Unifying multilingual, multiracial societies through the teaching of English; improving the aoults' ability to participate fully in industry and commerce; teaching the advantages of cooperation among independent countries; encouraging participation in international programs for peace; and encouraging the development of leadership qualities. The influences of adult education on social change include: improvement in living and health standards;creative use of leisure time; family budgeting instruction; procedures in family planning; and opportunities for young dropouts to receive further education, and thus reduce their frustration and hostility. In Zambia, there are many agencies that are participating in the field of adult education, and notable progress has been made.

Myrdal, Gunnar. "Literacy and Adult Education." Asian Drama: An Inquiry into the Poverty of Nations. New York: Pantheon, 1967, pp. 1651-96.

In this article, Myrdal discusses key factors in South Asia influencing the processes of informal education via the mass media, non-formal functional education for adults, and formal schooling for children and youth. A fourth avenue--"The non-directed and non-formalized transmission of knowledge, skills and attitudes .. . in the family, on the job or through religious institutions"--is noted but not analyzed because of "an almost total absence of specific research." Myrdal observes that scarcity of foreign exchange to pay for imports of paper is the most serious deficiency hampering literacy education efforts. He also contends that people have to be conditioned to welcome educational opportunities, and that many people in South Asia are not interested in raising their living levels. The reputed "hunger for knowledge" in the villages is thus largely an upper-class myth. He notes the "education even when directed toward practical problems of development does not provide an immediate response among the people, least of all in the villages." Thus, propaganda and local example are required in the beginning of any educational activity. People have to be conditioned to welcome educational opportunities, and this means changing their value system and their attitudes toward life and work.

Niehoff, Richard O., Wilder, Bernard D. Non-Formal Education in Ethiopia. Program of Studies in Non-Formal Education. Team Reports. Washington, D.C.: AID, Dept. of State, 1974 (ED100772).

Within the context of the total educational system of Ethiopia nonformal educational activities are described. These activities, undertaken by several government ministries and quasi-governmental and private organizations, are being conducted for the purpose of maintaining governmental services, improving living standards, and providing the educational/communication method for achieving developmental goals in agriculture and rural life. Conducted essentially for out-of-school youth and adults these varied activities have no coordinated policy or direction. These nonformal programs are, however, looked to as a major means for reaching developmental goals of critical importance to the empire. The first chapter of this report provides observations on nonformal education derived from the country study, or sector review, and presents major generalizations that would be of use in securing the participation of rural masses, rural workers, policy makers, and others in the development of a nonformal educational program. Chapter 2 describes the history of the Ethiopian education sector review, which is the basis for the report. Chapters 3-6 describe ongoing or proposed forms of nonformal education in Ethiopia, including the modern sector and vocational schools. The rural sector, and literacy programs.

Phillips, H. M. Literacy Development. Paris: United Nations Educational, Scientific and Cultural Organization, 1970. pp. 55.

Phillips contends that, although literacy has high prestige, particularly in societies where it is scarce, this does not prevent dropouts from classes and lack of retention; motivation to achieve literacy alone does not act as an impetus to economic and social development. In addition, parallel action has to be taken to link literacy with development and particularly with employment. And where choices can be made in factors affecting production, there is now a heavy bias in favor of investment in education (of which literacy is a basic part) as compared with investment in physical factors such as new machinery. This is because of changed consumer patterns that seek better long-term value in goods and the impact on human rights and political participation that literacy helps to bring about. The author concludes that, other things being equal, it is the practice of employers to take literate workers first.

Raper, Arthur; Case, Harry L.; Nichoff, Richard O.; Ross, William T.; Schuler, Edgar. Rural Development in Action: The Comprehensive Experiment at Comilla, East Pakistan. Ithaca, New York: Cornell University Press, 1970.

Possibly more than any other document in print, Rural Development in Action provides a book-length case study of the role of non-formal education (without using the term) in comprehensive rural development, or what is now more popularly called "integrated rural development." Although experiments in modifying or supplementing formal school programs (experiments in introducing a rural bias in the curriculum, school public works, the use of religious leaders as instructors in feeder schools, etc.) are described, the bulk of the book is devoted to technical aspects of rural development and the role of cooperatives and governmental services in the process. Interspersed in the accounts of how agricultural production was increased, agricultural machinery introduced (irrigation systems, cold storage plants), and rural infrastructure (roads and water channels) improved, are descriptions of how: (1) communication devices with illiterate adults - men and women, were used; (2) village leaders, model farmers and organizers were involved as intermediate "change agents;" (3) government development officers (agriculture, health, etc.) were used as "teachers/" and other topics which link non-formal education as a method of communication, persuasion and skill and knowledge training in the context of rural development.

Sheffield, James R. Ed. Education, Employment and Rural Development; Proceedings of a Conference (Kericho, Kenya, September, 1966). Nairobi University of Kenya, 1967, (ERIC Doc. ED026581)

This document, which contains the discussion papers and the conclusions of the Kericho Conference held in September, 1966, focuses on rural problems in Kenya, including the related issues of education and employment. Papers dealing with general issues are: "Education, Employment, and Rural Development: The Problem in East Africa;" "Projected Changes in Urban and Rural Population in Kenya

and the Implications for Development Policy;" and demographic trends and educational needs." Covered also are topics under the following general areas: rural development, employment, education, and financing development. Among the subjects under the above are: "The Strategy of Kenya's Development 1966-1970," "The Role of Agriculture in the Strategy of the Plan," "The Generaion of Employment in Newly Developing Countries," "Long Term Employment Prospects and the Need for Large Scale Rural Works Programmes," "Education and Employment: Perspectives of Kenya's Primary Pupils," "Continuing Education for Youth and Adults," "The Adolescent in the Rural Community," and "The Budgetary Constraint in Kenya."

Sheffield, James R.; Diejomaoh, Victor P. Non-Formal Education in African Development. Report of a Survey, 72. Nairobi: University of Nairobi, 1972.

Critical dimensions of the unemployment problem in Africa brought educational concerns to a head. The present survey, conducted by the African-American Institute, was prompted by a growing desire on the part of African governments and aid agencies to identify productive nonformal education programs in selected African countries and to explore alternative means of upgrading the skills and productivity that vast majority of population which gets too little or no formal education. The report consists of five indepth case studies and descriptions of 70 projects that are representative of the categories and models in African nonformal education. These categories include (1) industrial and vocational training, primarily in the urban/modern sector, which may be subdivided into pre-employment programs; (2) agricultural training and rural community development, subdivided according to target populations; (3) programs aimed principally at rural youths, particularly school "leavers;" (4) training programs for adults in rural areas; and (5) descriptions of multipurpose programs.

Staley, Eugene F. Planning Occupational Education and Training for Development. New York: Praeger Pbl., 1971.

This work, carrying the credentials of the Stanford International Development Education Center, the Ford Foundation, and the U.S.Office of Education, provides a brief and readable treatment of the subject of occupational education with particular reference to the private industrial sector in the developing countries. Staley distinguishes between education - "preparation of trainable people," and training - acquisition of knowledge and skills for specific jobs. Of special interest is Staley's discussion of "institutional choices" and of "organizational choices." The three most important lines of thought are:

"1.. . . The scope of institutional choices facing the astute planner is a broad one. Possibilities for constructive institution building are at least as numerous and signivicant outside the formal education system as within it ..(a fact)

too often neglected in planning for human resource development.
2. A broad strategy is necessary for orchestrating the potential contributions of many agencies so that they supplement and harmonize with each other ... (Staley believes that a coordinating "Occupational Training Office" is needed representing employers, workers, government agencies, and special educational and training institutions).
3. Effective linkage between the formal education system and the employment system, and between these and other relevant institutions and agencies is . . . to be sought and planned for." (pp. 105-6)

Szyliowicz. Education and Modernization in the Middle East. Ithaca: Cornell University, 1973.

This is a comprehensive survey of the revolution that Education has brought about in the Middle Eastern countries. The introduction of modern educational practices has had profound consequences for all countries. In fact, the emergence of the different types of political systems in itself is an indication that educational systems are not only objects of change but also agents of change through the national leaders and the elite. The recent change in the roles of social, political and economic institutions owes itself to the fundamental changes in the educational system of the region.

UNESCO. Adaptation of Education to the Needs of the Modern World in Rural Areas. International Education Year 1970. Iey Special Unit 9. 70. In Research in Education, Dec. 1972 (ED 066241)

One in a series of 12 documents devoted to the priority themes of international education year, this document provides basic information and suggests directions for study, discussion, and action in adapting education to the needs of the modern world in rural areas. The main emphasis in this essay revolves around the hypothesis that no effective national development is possible where the rural sector of the economy is deficient. The issues discussed pertaining to the rural population in developing nations are the numerical problem; the shcool's burden; the community's need; rural and urban coordination; lifelong education; primary and secondary education; continuity and cost; the content of agricultural courses; and the planning and implementation of programs which unite educational, agricultural, and health officers along with other community workers in the development of a common sense of purpose. It is inferred that a pressing need exists (1) to orient education to economic and social development in the rural areas of young nations; (2) to effect a continuous educational process for the purpose of creating a lifelong learning process; (3) to harmonize urban and rural societies among all levels of the school system and among responsible agencies and parties; and (4) to plan carefully all conceptual, technical, economic, and administrative elements.

UNESCO. Education in Asia: Reviews, Reports, and Notes. Number 8. Paris: Unesco, Sept, 1975.

Reports on education in Thailand, Afghanistan, and the Philippines and reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia comprise this document. The first report, concerning educational reform in Thailand, presents recommendations of a governmental committee on curriculum, methods, administration, and equality. Afghanistan's attempts to increase opportunities for lifelong education, training, and literacy are described in the second report followed by a discussion of national examinations for university admission in the Philippines. Reviews of recent publications on the following topics are presented: (1) Social and Educational Reform in India; (2) Science Education in the Philippines; (3) The Role of the University in Southeast Asia; (4) Population and Education in India; (5) Rural Development; (6) Technical Education in Bangladesh; (7) Educational Studies in the Republic of Korea; (8) Education and Development in Nepal; (9) Teachers and Changing Curricula in Pakistan; (10) University Adult Education in Sri Lanka; and (11) Education in Australia. An annotated list of documents related to Asian education and a summary of proposals for achieving universal primary education in India by 1986 conclude the document.

Unesco. Education in a Rural Environment. Education and Rural Development -- 2. In Research in Education, Aug 75 (ED104600).

Assuming that education and rural development must be correlated, this booklet defines the general thrust for rural education programs in developing countries. The first of 4 sections briefly describes the various aspects of rural development (emphasis on integration of agriculture, industry, transport, trade, credit, health, education, culture, sport, and leisure activities). Urging a thorough review of the educational system, the 2nd section deals with the pedagogical principles of renewal, advocating a national education, simultaneous adult/child education, education linked to life, equality of opportunity, and general education which is forward looking, action oriented, and rooted in the community environment. The 3rd section deals with pedagogy and development, specifying the school role and advocating a school for each community which would serve as a "nursery" for development and link between generations and promote an independent approach to familiar environment. Early childhood, adolescent, adult, teacher, and higher education are individually covered (emphasis on global vision, an integrated program, and the practical and concrete aspects of agriculturally and scientifically related subjects). The final section deals with planning (experimentation, finance, and international cooperation).

UNESCO. Radio and Television in the service of Education and Development in Asia. Reports and Papers on Mass Communication, No. 49, 1967. (ERIC Doc. ED018132)

Planning authorities in the countries of Asia should plan to use the wide, instantaneous range and intimate appeal of broadcasting to lift the low levels of health, education, productivity, income, motivation, and national involvement of their people. In planning for its use in formal education, they should anticipate needs in school-building design, teacher education, and university-type broadcasts. In planning for informal education and programs of national development, listening clubs and teleclubs should be planned for and receivers made available. Provision should also be made for training in educational broadcasting and for international exchange of programs. This document is available as B.2266 from national distributors of Unesco publications or from the Division of Free Flow of Information, Unesco, Place de Fontency, Paris-7E, France, for $1.00

Unesco. Study on the Equality of Access of Girls and Women to Education in The Context of Rural Development. Revised. In Research in Education Feb 75 (ED097274)

This report examines why women in rural areas encounter particular difficulties in gaining access to out-of-school education. The report, based on a survey of unesco members, first attempts to describe the characteristics of rural areas, the size of their population, and the reasons for and the scope and impact of the exodus from the countryside insofar as women are concerned. The present situation with respect to the access to education of girls and women in rural areas is described. Essential factors of rural development and the extent of women's role in this process form the third part of the report. In conclusion, the education of women for rural development, their place in literacy and agricultural education and training programs makes it possible to pick out certain features of the various countries' policies for the advancement of rural women.

Willoughby, Deborah, ed. A Source book on Radio's Role in Development. Information Bulletin Number 7. Wash. D.C.: AID (Dept.of State), Oct 76 (ED131868).

The international literature on radio's role in national development is represented by the 600 entries in this bibliography. In three sections, entries are classified by document type, by issues covered and by strategies employed. Within these categories, entries are sub-divided by topic and arranged alphabetically by author's last name. Most items appear in more than one category. The majority of the entries are annotated; some are fully abstracted. Document sources, including complete addresses, are listed in a final section.

World Bank. The Assault on World Poverty: Problems of Rural Development, Education, and Health. Washington, D.C.: International Bank for Reconstruction and Development, 1975 (pp. 263-340).

The paper comprises three sections: the first deals with the stupendous magnitude of the world-wide educational needs since World War II. The second goes into the capacity of the existing educational system to meet these needs, and finally, it stipulates the World Bank's lending policies for the Education Sector in the policies for the Education Sector in the Third World. The five basic issues which have been raised in the paper are: a) development of skills and their relevance; b) mass participation in education and development; c) education and equity; d) increasing efficiency; and finally e) improving management and planning. The paper lays greater emphasis on the need for non-formal educational structures to cope with various problems facing the LDCs today.